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ABSTRACT

In his ethnographic study of junior high school literacy activities, David Bloome found support for four theoretical constructs of the student-text interaction: (1) education is a process of cultural transmission; (2) reading is defined in terms of the sociocultural context in which it occurs; (3) the interpretation of behavior and of signs occurs within a social context; and (4) the development of cognitive skills needs to be viewed in terms of the social and cultural context in which development is manifested. To determine whether Bloome's constructs apply equally well to senior high school students, students from a largely white, middle class high school were observed in the hallways, classrooms, and library. Observations of the different postures students assumed while reading within a class and in the library suggested that students approached reading not only as an intellectual function, but also as a social ritual. Students engaged in serious study, for example, tended to separate and assume the "isolated reading" position, indicating their awareness of this phenomenon. Several incidents of students "removing" themselves from a boring class by reading showed that students were able to use nonverbal clues to construct a reading context. (Diagrams of student-text relationships are appended.)
(MM)

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STUDENT-TEXT INTERACTION: A MODIFIED
REPLICATION OF DAVID BLOOME'S STUDY

by Karen Shaw

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ABSTRACT

This study reports on an ethnographic examination of literacy activities in a senior high to determine if the constructs David Bloome hypothesized and proved valid in his study of a junior high hold true for older students. Results showed that indeed a sociocultural context is established and literacy activities are defined and interpreted within that context on the senior high level as well.

ACKNOWLEDGEMENTS

This paper is dedicated to my husband for his patience, my parents for their babysitting and typing, my fourth period class for their interest and ideas, and to Christopher for the smile that kept me going.

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CHAPTER I

In his article entitled "Student-Text Interaction: Toward An Anthropological Perspective" (1982), David Bloome presents a series of constructs and their implications in terms of student-text interaction. The constructs are based on anthropological studies of discourse comprehension and narrative storytelling events, the relationship of reading to cultural change, student-teacher interaction during reading instruction, and differences in reading behavior across school and nonschool settings. Bloome applies these constructs to data he collected in an ethnographic study of junior high literacy activities. He also offers the implications of this anthropological perspective of student-text interaction for program development and evaluation.

The four theoretical constructs for viewing student-text interaction that Bloome presents are the following:

- 1) Education is a process of cultural transmission
- 2) Reading (student-text interaction) is defined in terms of the socio-cultural context in which it occurs
- 3) The interpretation of behavior and of signs occurs within a social context
- 4) The development of cognitive skills needs to be viewed in terms of the social and cultural context in which development is manifested.

(Bloome, 1982, p.3)

There is a sound basis for these constructs in cultural and educational anthropology. Singleton (1971) tells us that "from an anthropological point of view, education is cultural transmission." (p.27). Jules Henry is cited for having shown that education in the U.S. can be understood only as part of an integrated whole along with the study of culture (Nash, 1974). Kneller (1965) states that "to understand what our school system is capable of achieving and in what

ways cultural factors are frustrating it, we must see education within the context of culture as a whole" (p.14).

Research has also pointed out some of the ramifications of the socio-cultural environment created in a school in regard to the development of cognitive skills. Kneller (1965) points out that the middle-class culture of the typical American school "sets the lower class child at a disadvantage in innumerable ways. The language of the school is unfamiliar to him. His textbooks, too, appeal to middle-class attitudes, especially that of ambition..." (p.129). Nash explores Spindler's work in the late 1950's in this area:

Much of his educational research has been based upon a theoretical position which he describes as "configurative" and "functionalistic." That is, he has shown how the school is an interrelated, functionally interdependent, self-reinforcing system, with both teachers and students profoundly influenced by life experiences outside the classroom. Spindler has demonstrated how the educational process is a basic reflector of the value conflicts which rage within the cultural milieu surrounding the school, and has clarified the teacher's role as a transmitter of the culture. (p.13).

Furthermore, Kneller (1965) explains the effect of the conflict of traditional versus emerging cultural values in our classrooms:

Having experienced and, to some extent, internalized these cultural conflicts, teachers, as cultural transmitters, tend to pass them on to their students, thereby frustrating or obscuring many intended goals of education. As a rule they do not transmit these conflicts deliberately but rather reflect unconsciously the state of contemporary culture. Indeed, these conflicts permeate the whole subculture of education, most obviously in the design of curricula, in methods of teaching, in textbooks and teaching aids, in student-teacher relations, and in the professional training of teachers. (p.122).

Hence, if one is to successfully improve programs involving student-text interaction-which form the basis of instruction in a

majority of classrooms- one must consider more than cognitive factors. There needs to be a consideration of the social and cultural contexts of the "reading to learn" situation found in a school. Additionally, much can be learned about transmission of culture from less formalized reading situations in the same setting.

David Bloome's study explores these premises in a junior high setting. Will, then, these same constructs apply as well to such data as might be collected in a survey of literacy activities in a suburban high school?

Hypothesis

Although it is readily apparent and easily demonstrated that youngsters go through a vast number of physiological, psychological and sociological changes between junior and senior high, the ethnographical studies which Bloome presents appear to have equal relevance for senior high students. Therefore, it is hypothesized that there will be no significant difference in the interpretations through and the implications of an anthropological perspective of student-text interaction in a comparison of the two age groups.

Procedures

Observations of a daily basis were made in a suburban high school over a three month period. These observations were made in the hallways, in class rooms, and in the school library. Classes observed were two tenth grade honors English groups. A "standard" junior English class, and two twelfth grade developmental reading classes. Students in the library ranged from ninth through twelfth grade, as did those in the hallway,

Data was collected through observation field notes, sketches, photographs, ethnographic interviewing, discussions, and collection of samples of student work. The students involved were from a wide variety of racial and ethnic backgrounds. However, the majority of the school's population consists of middle-class white students and the target population was thus reflective of that.

Results:

Data obtained from observations, sketches, discussions, and other devices involved three areas of student-text interaction. These include postural configurations as reflective of reading behaviors on a continuum of isolated to social reading activities, and nonverbal communicative behavior in regard both to the social context of reading within a classroom and to the adherence to school rules.

The Bloome models (1982) for literacy activities on a continuum of isolated to social reading were used as a basis of comparison of postural configuration (see diagrams and figures 1, 1b and 2). Students were observed on successive days in a "standard" junior English class. Students were assigned to read silently for a portion of the period each day from a novel the class was studying. Since the teacher was monitoring carefully, there was very little student-interaction. Thus this example of student-text interaction came very close to the "isolated reading" end of the continuum.

However, very few students came close to the ideal postural configuration for isolated reading. On the first day four students fit the model and three students on the second day. Many of the rest were "propped" in some way as they read, most frequently with one

hand on their head and occasionally with heads resting on folded arms. Mike, who was in this position, was so close to the book as to appear to be asleep. However, he claimed to be awake and reading. He was observed to again be very close to the book on the second day. Amy turned her rings as she read on the first day and fidgeted with her hair and ear on the second. Pete, who sat in the back corner, rested against the walls as he read. Linda appeared very puzzled and her mouth fell open at one point on the second day.

During these reading times on both days there was limited interaction with the teacher as questions arose regarding the text (novel). The mood of the classroom was intended to be relaxed. The second day was a "sleepy" day with rain threatening.

Postural configurations were also noted numerous times during a given period (seventh) of the day. Here reading activities included both ends of the continuum and points in between. Technically, only isolated literacy activities should occur since the library is to be used only for reference work or pleasure reading and a study hall, with talking permitted, is provided. However, since generally there are few students in the library this period and discipline problems are rare, social reading activities do take place. Students were frequently observed sharing a newspaper, a magazine or even The Reader's Guide to Periodic Literature.

Non-verbal communication of behavior as manifested through postural configuration was highly in evidence. On almost any day some students could be observed in the "ideal" configuration for isolated reading. When questioned, these students were almost invariably using

the Reader's Guide or taking notes from a book or magazine for a class project or research paper. Other students, who were reading magazines or newspapers for pleasure, would sit in more relaxed positions. Anne, for example, was observed with one foot on the chair rung and the other under her while seated at a round table. On another occasion she had both feet up on another chair at the table. Kathy, as well as other students, tended to put their feet up on the coffee table in the middle of the soft chairs in the "lounge" area of the library by the current magazines.

Students who were doing relaxed reading tended also to approach the configuration for social reading far more often than those doing research. Although there were always many extra seats available, these students tended to sit together. On one particular day only Anne, Tommy and Jeff were in the library, yet all three chose to sit at one table. This was one of the occasions when Anne had her feet up as she read a newspaper. Tommy and Jeff both sat with feet to the side as they read or flipped through books. Social reading behavior was observed as all three shared things from their various reading materials.

Nonverbal communicative behavior through literacy activities was seen in several other incidents. On a number of occasions students were observed by this teacher/researcher to be reading in class while they were supposed to be engaged in other activities (discussion, listening to a lecture, note-taking, etc.). The following anecdotal accounts provide illustration and explanation.

Darrin was asked why he was reading a story from Night Shift

(by Stephen King) during class discussion on another topic. He replied that he liked the book so well that he was reading ahead on his own. The next day Darrin had no book because it had been taken by his history teacher after he had been warned not to read it in her class. Darrin's claim that he "was only finishing a paragraph right after the bell rang" proved to be unfounded when the teacher was consulted. Darrin had to serve a detention to retrieve his book. He continued to read occasionally during discussion in my class, but did not lose his book again in history class.

Stephanie, a senior who read voraciously, was also asked why she was reading at an inappropriate time during the researcher's class. She forthrightly stated that she was bored. Although Stephanie generally participated well in class activities, she proceeded to "lose" herself in a book on several subsequent occasions.

Finally, in a discussion in a sophomore honors class of how long it would take to finish reading a play, Tracy observed that it wouldn't take long since she had started it in the time I'd allotted and finished it in chemistry class. When questioned, several other students admitted reading the play in their other classes because they liked it and because they became bored in those classes.

Another literacy activity with very strong socio-contextual overtones was seen in the halls of the high school in the early mornings. As one walked through the halls in the early morning, one passed student after student seated propped against the lockers. In some cases there was a single student seated by himself/herself actually interacting with a text. However, in the majority of cases, two or three

students were grouped together, always with at least one textbook open between them, but with very little student-text interaction occurring.

A third area of relevance suggested by the accumulated data is that of literacy activities as related to adherence to school rules. Four years ago, because of a great deal of traffic in the halls during classes and subsequent class disruption and vandalism, teachers were assigned to hall patrol as one of a number of duty period assignments. Students were to present a valid pass or face disciplinary action. Passes were read carefully by the teachers and action was taken if anything was amiss (including several incidents of teachers running down the hall after students who wouldn't present a pass!)

Now, however, there was little traffic in the hallways during classes. Hall proctors tended to nod approval at anything resembling a pass and students fully realized this. They reported that they didn't really need a pass because "no one reads them anyway." This attitude on the part of both students and teachers was contrary to that of the administration, who were still cautioning about issuing too many passes, checking for invalid passes, etc.

An anecdotal exemplification of this occurred recently in my sophomore honors class. One of my female students asked to go to her locker. As I began to write her a pass, Judy said, "Don't bother. I'll just use this late pass Jeff left on your desk."

In a spirit of experimentation, I agreed, and sure enough, Judy returned unscathed from her locker with Jeff's pass in hand. No one had bothered to read her pass.

The same principle applied to visitors' passes which their student

hosts are required to obtain from the office. The students had procured them on the several times I checked, but both they and their guests appeared shocked when I asked to see (read) the pass.

Conclusions:

The results obtained in this study demonstrate that reading is indeed "defined in terms of the socio-cultural context in which it occurs" and "that "the interpretation of behavior and of signs occurs within a social context" (Bloome, '82). The varying postural configurations of students within a class and in the library reflect the attitudes toward student-text interaction not only as an intellectual function but as a social ritual as well. The fact that students, particularly in the library, tended to separate from others and assume the "isolated reading" postural configuration when engaged in serious study signals that students are aware of this phenomena.

Furthermore, the several incidents of students "removing" themselves from a boring class by reading again indicates through nonverbal communication that as Bloome states "students are aware -at some level- of the interactional rules involved in different models of reading events." Furthermore, they are able "to use these models for their benefit", and to "engage in the process of constructing a context by signalling the nature of the context through nonverbal clues" (Bloome, 1982). This last is especially apparent in the phenomena of the student-text interaction (or noninteraction!) in the high school halls in early morning.

Finally, the concept that students are aware of the use of reading and writing to control behavior is demonstrated through the

anecdotes of the hall passes and visitors' passes. Again, it is clear that they have learned to use these literacy activities to their advantage.

Thus, the hypothesis that there would be no significant difference between the junior high and senior high age group when an anthropological perspective is given to the study of student-text inter-action was borne out. This researcher found much of the same behavior on a senior high level as Bloome found on a junior high level; although the senior high behavior was adjudged more sophisticated, the same patterns were clearly there.

Implications:

These results hold implications for the formation, implementation and evaluation of programs involving student-text interactions in the classroom. It must be recognized that students are involved not only in a "learning to read" or "reading to learn" situation, but also in a socio-cultural context established by the environment of the classroom and the school, by what students bring to this experience and by the role which the school plays in cultural transmission. That students are aware - on the same level - of this phenomena, indicates that we must broaden our concept of what makes up student-text interaction or literacy activities and deal with this phenomena as we plan curriculum, develop carry-out literacy activities and evaluate our programs.

STUDENT-TEXT INTERACTION:

RELATED RESEARCH

In a survey of research related to David Bloome's ethnographic study of student test interaction, one must first consider the four constructs against which Bloome measures his findings and which serve as a basis for the implications in educational programming he then provides:

- 1) Education is a process of cultural transmission
- 2) Reading (student-text interaction) is defined in terms of the socio-cultural context in which it occurs
- 3) The interpretation of behavior and of signs occurs within a social context
- 4) The development of cognitive skills needs to be viewed in terms of the social and cultural context in which development is manifested. (Bloome, 1982, p3)

There is sound basis for these constructs in cultural and educational anthropology. Singleton (1971) tells us that "from an anthropological point of view, education is cultural transmission." (p.27). Jules Henry is cited for having shown that education in the U.S. can be understood only as part of an integrated whole along with the study of culture (Nash, 1974). Kneller (1965) states that "to understand what our school system is capable of achieving and in what ways cultural factors are frustrating it, we must see education within the context of culture as a whole" (p.14).

In his studies of literature and contemporary culture, Walter Ong (1954) asked: "Could it be that older ways of taking language and the thinking processes in isolation from the total social complex are too narrowly specialized to be fully servicable today?" (p.162).

Moreover, there is a great deal of concern about the ramifications of education as a process of cultural transmission in our schools today. Bruce Boston (1982) contends that we "insist on making the schools more answerable for the personal economic and social success of the child than for his learning. The schools are expected to teach so much that

they wind up unable to teach much of anything." (p.8)

Henry Geroux (1982) refers to the "hidden curriculum" as the "unstated norms, values, and beliefs embedded in and transmitted to students through the underlying rules that structure the routines and social relationships in school and classroom life" (p.26). He goes on to say that schooling "must be analyzed as a societal process in which social groups accept and reject the complex mediations of culture, knowledge, and power that gives form and meaning to the process of schooling." (p.27)

Geroux goes on to stress that education should "reject educational theories that reduce schooling to learning theory or to forms of technocratic rationality that ignore the central concerns of social change, power relations and conflicts both within and outside of schools" (p.27). He cautions that while "it is crucial to see schools as social sites that roughly reproduce the class gender, and racial relationships that characterize the dominant society, such an analysis must also function to develop alternative pedagogical practices" (p.27). Research has also pointed out some of the ramifications of the socio-cultural environment created in a school in regard to the development of cognitive skills. Kneller (1965) points out that the middle-class culture of the typical Americal school "sets the lower class child at a disadvantage in innumerable ways. The language of the school is unfamiliar to him. His textbooks, too, appeal to middle-class attitudes, especially that of ambition..." (p.129). Nash explores Spindler's work in the late 1950's in this area:

Much of his educational research has been based upon a theoretical position which he describes as "configurative" and "functionalistic". That is, he has shown how the school is an interrelated, functionally interdependent, self-reinforcing system, with both teachers and students profoundly influenced by life experiences outside the classroom. Spindler has demonstrated how the educational process is a basic reflector of the value conflicts which rage within the cultural milieu surrounding the school, and has clarified the teacher's role as a transmitter of the culture. (p.13).

In an article entitled "The Social Consequences of Competency Testing" Andrew Trusz and Sandra Parks-Trusz (1982) quote Jerome Kagan's assessment of current standardized testing: "The expectations and behaviors are those of the 'white, middle-class community' that 'like any other moderately isolated social group, has created a specialized vocabulary, reservoir of information, and style of problem solving summarized under the concept of "intelligence" (p.17) Trusz and Parks-Trusz additionally point out that "while competency test questions may be individually constructed so as to attempt to avoid any cultural connotations, the nature, logic, and conduct of test construction will inevitably have the effect of teaching along class, cultural and racial lines" (p.15).

In his study of the hidden curriculum referred to above, Geroux (1982) notes the relationship "between school culture and the 'overt and covert dimensions of the curriculum, on the one hand, and the contradictory, lived experiences that teachers and students bring to the school, on the other hand" (p.28).

Maxine Green (1982) speaks of the "abstracted faces in classrooms, young people for whom school is far less important than television or pop music or life on the streets" (p.5). Green insists that "if the

school's primary function is to countervail against all of this, the literacy it attempts to make possible must be linked to critical reflectiveness, to wide-awakeness" (p.5). She notes that no other agency or institution in our society has this particular responsibility. A further corrolary of this construct concerns the impact on reading (student-text interaction) brought about by the formation of subcultures within a high school. Writing in Today's Eduction Christopher Johnson discusses this problem:

Students come to high school with developing values, attitudes, beliefs, and prejudices that constitute a perception of the world and their place in it. This perception leads them into one high school subculture rather than another...To understand the subculture with which a teenager identifies is to understand the value system that makes it normal for one student to do an extra hour of homework while another skips the class that seems like such a drag. (p.60).

Roland Betts, in an article entitled "Reading and Writing and Puberty" explains the differing connotations pregnancy can have in New York schools and its relevance to curriculum: "A bulging belly can mean anything from sheer disgrace to immense pride depending upon what street corner you happen to find yourself on. No wonder New York children don't understand The Scarlett Letter anymore". (p.83)

The third construct explored by Bloome-the interpretation of behavior and of signs occurs within a social contact-is likewise born out by research. Erving Goffman (1967) in his essays on face-to-face behavior, explains such things as deference, embarrassment, joking and avoidance. He speaks of these behaviors as being built into our social system and compares their manifestation in formal relationships with that in informal relationships in "the social life of large social establishments-

office buildings, schools, hospitals, etc. Here, in elevators, halls, and cafeterias,...at snack counters and entrances, all members are often formally on an equal if distant footing". (p.109). Edward T. Hall and Mildred R. Hall (1971) speak of distances used by middle-class Americans in their business and social relations. The fourth zone- and the most distant- is the one used by teachers in classrooms. Roger Shuy (1982) speaks of the importance of a teacher's knowledge of his/her individual students in the teaching of reading. He maintains that reading "is a mixture of early behavioral skills, later cognitive strategies, and a potential for cultural interpretation and individual learning style". (p.56).

The construct is, furthermore, clearly exemplified by a reading of Laura Bohannan's study of "Shakespeare in The Bush" (1971). In attempting to explain Hamlet to a group of elders in The Ten Tribe of West Africa, Ms. Bohannan encountered numerous problems. Behavior which was understandable, if not acceptable, to us was neither to the tribesmen and they constantly interrupted, questioned and corrected Ms. Bohannan. They were convinced that she had misinterpreted the story because the behavior and reactions did not fit into a pattern within the society of the tribe. Finally then, one can consider the fourth construct-that the development of cognitive skills needs to be viewed in terms of the social and cultural context in which development is manifested". Niels Winther Braroe (1971), for example writes about The Jasper Indians living near a small town on the Western Canadian prairie. Here there are conflicts with the dominant white population and the Indian children are segregated in a school on the reserve.

These children generally do not speak English until they are of school age, and, since many of the parents don't value education, class attendance is poor.

David Elkind relates this construct to the texts with which we teach our secondary students. He compares the Piagetian stages of cognitive development with the concepts found in texts. Elkind found that in many cases spatial and temporal concepts were taken for granted as being understood.. This was not necessarily true, and students needed "markers" which would put "historical events in sequence and to gain an impression of geographical distance. (p.60). These "markers" needed to tie in with the student's own experience to be of value.

Elkind also found that some "social science concepts like slavery require understanding of many variables (like social values and prejudices, economics and geopolitics) interacting at the same time". (p.60). With health education materials there was a lack of "appreciation of the logical substructure embedded therein...The concepts involved here- self, personality, maturity- are complex and have an elaborate logical substructure", (p.60). Priscilla Vail (1982) has explored this construct. She found that when "academic achievement is measured predominately by numbers, qualities that cannot be evaluated numerically are undervalued, ignored or mistrusted. Humor, originality, curiosity and questioning may be considered inappropriate to the classroom or misinterpreted as seditious or iconoclastic when, in fact, these are the very qualities that separate the active learners from his passive counterpart", (p.49). Again, Vail found texts as part of the problem:

Text books by their very nature are predigested, prethought preanalyzed, and presynthesized. A curriculum that relies solely on such materials preempts the part that a teacher might play in the life of a student, presupposes students passive acceptance of the conclusions of others, and preordains education based on answering questions rather than asking them. (p.49)

Furthermore, Kneller (1965) explains the effect of the conflict of traditional versus emerging cultural values in our classrooms:

Having experienced and, to some extent, internalized these cultural conflicts, teachers, as cultural transmitters, tend to pass them on to their students, thereby frustrating or obscuring many intended goals of education. As a rule they do not transmit these conflicts deliberately but rather reflect unconsciously the state of contemporary culture. Indeed, these conflicts permeate the whole subculture of education, most obviously in the design of curricula, in methods of teaching, in textbooks and teaching aids, in student-teacher relations, and in the professional training of teachers. (p.122).

Finally, Robert Wicks (1982) has looked at the need for morality education within the public schools. He found that despite many instances of poor student behavior, poor teaching and administration, nearly every school has teachers and administrators who, in spite of the system, give their students the experience of true learning and at least an inkling that the marriage of a critical mind and a compassionate heart is profoundly humanizing as well as liberating, (p.7). Wicks goes on to further relate cognition to socio-cultural context in which it occurs:

"Time and circumstance bring some themes of the story to the fore while others recede, but as long as it is recited, individuals will be compelled by, and charged with the question 'What does this story have to do with us in this time, in this place?' (p.8)

In a recent article in The Reading Instruction Journal,

David Bloome referred to the finding of this 1981 study:

In his ethnographic study of reading at a junior high school, Bloome reports that there were few reading activities that resembled a 'traditional' reading configuration- one person sitting in a chair, silently reading one text. However, when the view of what reading is supposed to look like was broadened to include any student-text interaction, Bloome found reading events to be frequent and numerous, often, the reading events would involve several students interacting simultaneously with a single text and with each other. Bloome, like Griffin, makes the point that developing an accurate picture of student reading development requires acknowledgment of the variety of reading activities in which students engage (p.23).

The study by Peg Griffin (1977) alluded to was carried out in a first grade class room in an Independent School in Washington, D.C. Griffin found that reading events occurred not just during the instruction period, but all day long. Children showed decoding strategies in informal reading events. Children were fascinated by a word used during a project and vocabulary development occurred throughout the day. The researcher and teacher were able to notice sight work skills as well as skill at synthetic aspects of decoding during "quite time" activities. Children, even at the first grade, displayed predictive comprehension during story time. Other skills, such as reading and understanding abbreviations occurred not in official reading time activities, but when the class was studying maps, menus, etc.

Furthermore, Griffin found that social status and role work are as much a part of the reading groups as understanding the printed page "To understand how turns and evaluation happen in a reading group is a big part of the job of students involved in official beginning reading events" (p.381).

In another ethnographic study of a first grade classroom,

Raymond McDermott (1974) contrasted the reading activities of a "top" and a "bottom" group. Although the behavior and accomplishments of the two groups varied considerably, McDermott found that there was actually an order and regularity in the behavior of the group which made sense for that group. Thus even the disruptive behavior on the part of the failing group was viewed as an effort to make sense in common with others around them.

McDermott, through descriptive methods developed within kinesics and called context analysis, studied the classroom for hundreds of hours. Among his conclusions was a questioning of the assumptions which cause us to put young children into categories of "successful" and "failing".

Finally, Heap (1980) identified three problems found when testing was used to develop a picture of student reading. These three (resource, barrier, and frame problems) explore such areas a previous knowledge brought to the task, answers from other students, problems displaying the correct response although it is known, and differences between the tests and the students' frames of reference. Heap cautioned that whether or not a student is "reading" cannot then be based on whether or not he can answer the teacher's questions on the selection presented.

Thus several recent studies show, as Bloome (1982) states "That if educators are to develop an accurate picture of student reading, they need to consider aspects of reading that testing - whether done via a written test or in a classroom interaction - does not measure" (p.22).

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APPENDIX



Diagram 1: Isolated Reading

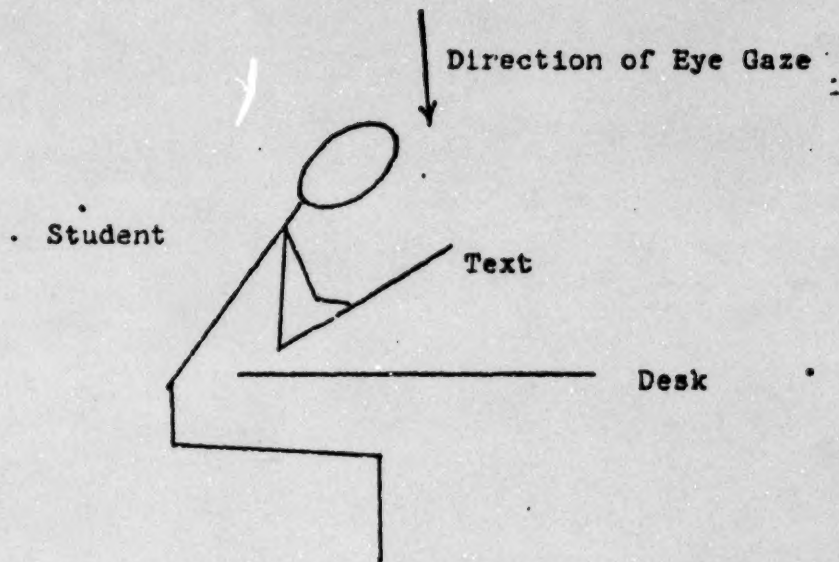


Figure 1: Ideal Postural Configuration of Isolated Reading

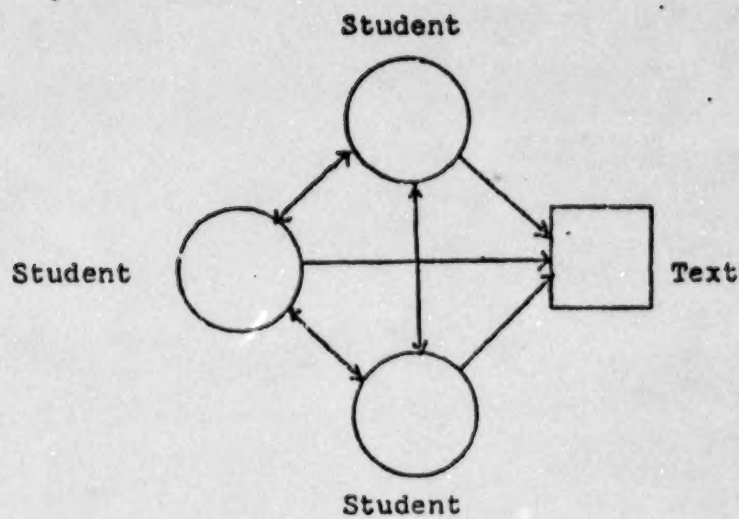


Diagram 2: Social Reading